

**Targeting Violence and Terrorism Prevention Grant**

**Nu Art Education, Inc. DBA NorCal School of the Arts  
Theater Arts & SEL: Conflict Resolution Program**

Sacramento, CA

Innovation Track

Objective 6: The local community has a variety of programs that address risk factors/build protective factors in their local communities.

Request: \$600,000

**Abstract:**

The mental health of students as well as students inability to engage with peers is promoting violence and destructive coping mechanisms. Following the theory of change that utilizing theater arts as a tool to teach and practice conflict resolution strategies in the classroom will engage students and promote positive connections to peers while building community thus decreasing the risk factors associated with targeted violence, NorCal School of the Arts will create and implement a Theater Arts and Conflict Resolution Integration program to vulnerable populations in Sacramento's title 1 schools.

NorCal School of the Arts project proposal includes professional development for the classroom teachers on theater arts & conflict resolution integrated strategies for the classroom as well as a series of classes for students taught by NorCal teaching artists. NorCal is currently in 150 classrooms in title 1 schools in Sacramento City Unified School District providing Theater Arts & SEL classes, serving over 4000 students. This proposal aims to expand the program and create a new curriculum that engages students in conflict resolution and violence prevention strategies through a kinesthetic, artistic approach using theater arts exercises, theater games and role playing situations of conflict to engage the students in practicing nonviolent solutions.

ND Grants EMW# -2022-GR-APP-00007



## **PROJECT OVERVIEW**

### **NorCal School of the Arts Theater & Conflict Resolution Integration Program**

Northern California School of the Arts (NorCal SOTA) mission is to provide a holistic, individualized and professional training approach that supports artists from diverse communities to create, express, and participate in theater arts educational opportunities. Through arts engagement, students are empowered to embrace social and emotional learning strategies as well as create a positive mindset towards themselves and their community.

NorCal School of the Arts teaching artists will teach 10 classes in 150 title one classrooms and this will in turn train classroom teachers at SCUSD schools to integrate theater arts & conflict resolution strategies into their curriculum and classroom culture. With this intentional integration of theater arts and conflict resolution, teachers will in turn use newly learned strategies to enable students to feel connected to peers as well as gain coping mechanisms to navigate this mental health crisis where students are finding it difficult to socialize and connect to their peers. This approach to conflict resolution and violence prevention tactics through an artistic, engaging process will promote student creativity, decrease student anxiety and depression and help students regain connection to self and community. All strategies given are “non-artist friendly” and will be within the classroom teachers abilities to repeat once the program is over. Teachers will have access to all the lesson plans to repeat the strategies and lessons for years to come.

The pandemic has magnified societal issues of inequities and microaggressions towards our students from marginalized communities and students now have the added task of processing this reality along with the aftermath of the pandemic. Through these classes, classroom teachers will learn tools to enable students to collaborate with their peers and through theater arts, informed by SEL strategies, guide and challenge their class to celebrate diversity while promoting acceptance and skills to resolve conflict in a positive manner.

Classroom Teachers will participate in a survey assessment to evaluate pre and post program effectiveness of NorCal’s teaching strategies and post effectiveness and impact of the program. After each session classroom teachers fill out a survey to provide feedback on how the lesson impacted the classroom.

The initial survey assessment will provide a baseline for evaluation of program goals. Teaching artists will utilize formative and summative assessments to evaluate the impact of the program to share with stakeholders. Student names and information will not be discussed or mentioned to maintain privacy.

## **TIMEFRAME**

In October, year 1, Executive Director of Nor Cal School of the Arts will design Theater Arts/Conflict Resolution curriculum while working with SCUSD Social Emotional Learning (SEL) staff and Conflict resolution consultant Kelsey Thompson-Briggs to infuse arts strategies with conflict resolution and social, emotional learning strategies. Scheduling will begin for all the classroom teachers to receive the theater arts/conflict resolution classes and professional development sessions.

In November-February, NorCal teaching artists will work with classroom teachers and provide the integrated classes for students. These professional development sessions as well as classes will continue through December and January. Each grade level will have a developmentally appropriate arts and conflict resolution curriculum. In February, the Executive Director will work with classroom teachers and teaching artists to evaluate impact and create an impact report for all stakeholders. Assessments and classroom teacher feedback will happen throughout the process to ensure effective delivery and compliance with the grant. Student identification will be confidential and no names of students will be mentioned in the evaluation process.

This program will take place over 2 years and each year 150 classrooms will be provided the program with 10 classes for each classroom. NorCal School of the Arts will continue to be a resource for 150 classroom teachers as well as all the former teachers that have participated in NorCal's programs.

There will be 3 convenings of all the classroom teachers in the program throughout the fall of each year to offer continued training and an introduction to violence prevention and resources to support classroom teachers and the full district. 2-3 Community round tables will take place via zoom to include families of students receiving the classes to ensure the families are also aware of the conflict resolution strategies.

Northern California School of the Arts, Executive Director, Michele Hillen-Noufer, M.Ed will provide oversight, fiscal monitoring and management of the program to include budgeting, monthly reporting, final impact report and all scheduling of professional developments for classroom teachers.

### **1. Needs Assessment**

Decades of research demonstrates participation in theater arts offers students a toolbox of fundamental skills that will enhance their ability to succeed in school and beyond. The benefits of theater arts education for low income children are especially profound. Specifically, studies have shown that theater arts instruction and the creative process associated with theater helps students to better succeed at school as they garner new ways of learning, creating, and focusing. They also gain life skills such as enhanced empathy, greater sense of confidence, a deeper understanding of their identity which for many, has the impact of alleviating mental health issues. Since theater instruction nurtures creative thinking, it encourages students to unlock the possibilities and to foster innovations toward solutions in all areas of their life. Students also become more proficient at many skills that will help them later in the job market, including: Public Speaking, Time Management, Project Management Skills, Communication and Collaboration Skills.

Knowing that everyone has a different learning style and that we all better respond to different types of

teaching techniques, NorCal teaching artists work with teachers on how to recognize the most effective learning needs of their students. In doing so, the NorCal teaching artists provide the classroom teachers with associated learning techniques to make it easier for their students to learn conflict resolution and violence prevention strategies.

Studies have shown theater provides a community experience that educates and enhances community identity, a sense of connection, and raises social awareness for others. By getting children involved earlier in theater, they better understand their world and the value of theater in developing common values within the context of their community. Moreover, studies have shown that theater not only provides our children with positive after-school activities but also leads to other responsible civic engagement and has a direct correlation to a reduction of crime and delinquency.

Educators are experiencing the challenge of navigating teaching in a world with social media and increased screen time for students outside of school hours. Educators seek to try to provide an environment that speaks to the whole child. Teachers are challenged to teach the content subjects such as math, science, ELA while also responding to the extreme isolation, lack of normal connection and lack of social interaction students have with peers as well as address students extreme anxiety and depression symptoms due to the effects of covid-19.

*According to the US Library of Medicine, National Institutes of Health, on Covid-19 student impact, "Isolation, contact restrictions and economic shutdown... have the potential to threaten the mental health of children. Anxiety, lack of peer contact and reduced opportunities for stress regulation are main concerns. Another main threat is an increased risk for parental mental illness, domestic violence and child maltreatment. Especially for children and adolescents with special needs or disadvantages, such as disabilities, trauma experiences, already existing mental health problems, migrant background and low socioeconomic status, this may be a particularly challenging time."*

The National Health Council conducted a study that showed, younger populations including teens and young adults (25<) are being hit particularly hard by anxiety and depression. In May 2020, these populations were experiencing higher rates of anxiety and depression than any other single age group. Anxiety rates for this age group were around 80% of screened participants . 90% of screened participants in this age group were also experiencing symptoms of depression. **Studies also show a disproportionate impact on students living in poverty and students of color.** The teachers participating in the NorCal School of the Arts professional development series are teaching in schools with the most vulnerable student populations including disenfranchised and marginalized communities.

US Library of Medicine, National Institutes of Health, NIH News Publications, 2020.  
National Health Council, [www.Nationalhealthcouncil.org](http://www.Nationalhealthcouncil.org), 2020.

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Across all of our programs, most students come from Sacramento City Unified School District Schools including our Outreach program, Corps program, Camps, Classes and Leadership Institute.

## **2. PROGRAM DESIGN AND LOGIC MODEL**

### **PROBLEM STATEMENT:**

“A majority of school shooters report mental health problems such as depression and/or suicidal thoughts. One in 5 young people struggles with severe mental health issues, with many others reporting less severe mental health problems. Moreover, 75% of these individuals experiencing mental health issues never receive treatment.” Social and emotional learning initiatives, such as the integrated program NorCal School of the Arts offers, guide students in practicing empathy, anger management, impulse control and problem-solving.

<https://edsource.org/2021/social-emotional-learning-can-help-prevent-school-shootings/652876>

### **PROGRAM GOALS AND OBJECTIVES:**

In Goal 3 of the strategic framework it states: A 2018 U.S. Secret Service National Threat Assessment Center (NTAC) review of mass attacks in public spaces found: Two-thirds had histories of mental health symptoms, including depressive, suicidal, and psychotic symptoms. NorCal School of the Arts innovative program helps students feel connected to one another and supports student self expression while providing an artistic outlet and understanding of non-violent responses to conflict.

The goal is to lower risk factors associated with violent acts of domestic terrorism through the use of theater arts and conflict resolution integrated strategies.

A. The strategies provided in the professional training sessions will enable classroom teachers to impact students and address student extreme isolation, lack of normal connection and social interaction with peers as well as address students extreme anxiety and depression symptoms due to the aftermath of the pandemic. With this intentional integration of arts and conflict resolution for classroom teachers, outcomes will include

- a. Increased ability for teachers to positively affect student connection to peers and practice a positive approach for students to interact during a conflict
- b. Increased ability for teachers to provide students coping mechanisms
- c. Teaching artists will enable classroom teachers to positively affect
  - i. increased student creativity,
  - ii. decreased anxiety and depression
  - iii. students' connection to self, peers and community.

### **More Goals Articulated:**

Goal 2: Through the Theater Arts & Conflict Resolution Integration Program students will utilize the

theatrical device of the rehearsal process to rehearse positive responses and effective communication when a conflict arises. This will enable the automatic response that has been practiced and rehearsed. Just as performing in front of an audience is stressful, an actor immediately falls back on the many rehearsals and does what has been programmed. When a stressful conflict arises students will have been given tools, a guided script and rehearsal process to guide them in resolving the conflict. This will become an automatic response and normal response for the students when conflict arises.

2:1 The program will give students guidance and affirmation around participation that is intentional, self-reflective and expressive of their experiences.

2:2 Classroom teachers will learn tools to enable students to collaborate with their peers and through the art form, informed by SEL strategies, guide and challenge their class to celebrate diversity

2:3 Teaching artists will train and provide classroom teachers tools to engage the students in formative assessments and students will learn to assess themselves and their peers in a positive and constructive discernment process.

2:4 Through the artistic process students continue to find their identity and learn to trust themselves and their decision-making abilities.

2:5 Through the social emotional learning components of the activities taught by teaching artists in the training sessions, students discover coping mechanisms and strategies to get through any feelings of anxiety around conflict and have confidence in their abilities to advocate for themselves while remaining respectful of others.

### **Community Outcomes:**

A. This program will have a lasting positive effect on 150 classroom teachers and 4000 students and their families as they learn conflict resolution and violence prevention strategies in a creative and engaging way.

Community outcome, through the training of teachers, includes:

- a. engaged students
- b. connected students
- c. provides new strategies and coping skills for teachers, students and families in dealing with the overwhelming mental health impact of the pandemic including isolation, lack of social interaction and connection.

### **B. Systems Outcomes:**

(A) The grant, through a collaboration with NorCal School of the Arts and the Social Emotional Learning & VAPA Departments of Sacramento City Unified School District, supports the theater and conflict resolution development of 4000 students at SCUSD

(I) This curriculum will be made available for all teachers at the Sacramento City Unified School District to have further impact in providing specific Theater arts and SEL:

- Conflict resolution integrated strategies to all teachers in the district
- (II) The program will aid in overall improvement in classroom teaching practices in vaga standards and SEL
  - (III) Support schoolwide and district wide goals of providing a safe learning environment



**Theory of Change:**

Utilizing theater arts as a tool to teach and practice conflict resolution strategies in the classroom will engage students and promote positive connections to peers while building community and student agency, thus decreasing the risk factors associated with targeted violence.

Inputs	Activities	Outputs	Short-term Outcomes	Long-term Outcomes
District administration and Classroom teachers, families	Professional Development for teachers on Theater Arts & conflict resolution integration, parents attend educational zoom roundtables	Professional Development provided for classroom teachers and standards met for the academic school year, families learn about conflict resolution strategies	application of strategies for conflict resolution practiced in the classroom and in the home with the parents	Empowered individuals to recognize warning signs of risks of violence in students and to impact change at the district level
4000 students in the classroom	Classes on Theater Arts & conflict resolution for students, 10 class series	Students experience in the classroom provided tools to recognize, process difficult emotions and how to resolve conflict, presentation for school community on devised theater conflict resolution pieces	peer engagement, community building the classroom, positive communications around conflict	A rehearsed and automatic way to deal with conflict in a positive way and students learn how to advocate for themselves in a non-violent manner
NorCal School of the Arts Teaching Artists	Professional Theater Teaching artists trained in SEL & conflict resolution as well as violence prevention frameworks and strategies	Teaching artists trained and prepared to provide curriculum to classrooms	teaching artists utilizing newly developed curriculum to impact students	trained members of society and ability to bring this awareness into future opportunities
Curriculum Developer and Executive Director of NorCal	Development of curriculum that is fun, engaging and relevant to creating a non violent classroom culture	Theater Arts & Conflict Resolution Scope and Sequence, Lesson plans created	lesson plans for classroom teachers to utilize beyond the teaching artists classes	published curriculum to be shared with other districts in the country
NorCal Teaching Artists & Classroom teachers collaborations	Using theater rehearsal tools: students practice resolving conflicts using effective and evidence based methods	Collaborations build relationships and shared resources and dissemination of information on targeted violence preventions	classroom teachers knowledge around preventative measures to prevent terrorism and violence	Classroom teachers meet 24-30 students each year and they will now have resources to provide this training for their students impact hundreds of thousands of students

**Contextual Factors/Underlying Assumptions:** Teaching life skills such as conflict resolution through theater arts engages students in a kinesthetic learning model that is more engaging to students with shortened attention spans due to increased screen time among young people. Arts integration also provides access for students with learning differences and English Language Learners. Within a theater rehearsal process, the young actor practices lines to eventually perform (high stress situation) in front of others from memory. The assumption is that through the rehearsal process and partnering with the classroom teacher to implement a year long strategy of specific prompts to resolve conflict effectively, students will develop a memorized approach to prompts leading to a successful resolution of the conflict. When faced with a challenging situation (conflict being potentially high stress) those students will lean on the memorized prompts. This will provide student agency and will stay with them through their lifetime.

**Likelihood of Success:** NorCal School of the Arts has a track record in the Sacramento City Unified School District(SCUSD) of providing theater arts classes and partnering with classroom teachers. This current school year we are in 150 classrooms and partnering with 150 classes. NorCal started with 140 classrooms and a Principal heard about the program and worked with the district to add her school to the program bumping the total to 150 classrooms in SCUSD. 92% of the current classroom teachers participating in NorCal Theater classes for their classrooms said students were more engaged in the rest of the school day after NorCal theater class. 99% of teachers felt NorCal's current program was valuable to their students. This sets NorCal School of the Arts up for success in implementing a curriculum that prevents violence through weaving conflict resolution strategies into the lesson plans. With already 150 classroom teachers in the network, these teachers would be informed of TVTP resources, red flags, risk factors and resources will also be provided for the families on targeted violence prevention and conflict resolution through community zoom round tables.

The Logic Model illuminates the connection between the District administrators, previously invested in NorCal School of the Arts programs and the combined impact of the classroom teachers, NorCal Teaching Artists, curriculum development, Social emotional learning and conflict resolution trainings from experts at the District to impact short and long term goals on violence prevention.

Past surveys from NorCal School of the Arts programs in SCUSD show 93% of classroom teachers stated that NorCal Teaching Artists provided opportunities to make life learning connections in the classes. NorCal School of the Arts meets the innovation criteria because while the Theater Arts & SEL integrated program has been overwhelmingly supported in Sacramento City Unified School District, the approach of providing conflict resolution integrated with theater arts to prevent targeted violence and terrorism has not been implemented before.

**Inventory of Programs:** There are many programs that serve SCUSD after school, including arts programs but there are no arts programs who intentionally weave conflict resolution and violence prevention into their curriculum.

NorCal's proposed program meets Objective 6: The local community has a variety of programs that address risk factors/build protective factors in their local communities by addressing the mental health issues of isolation and anxiety and providing students the tools to communicate effectively and resolve conflict peacefully.

## OTVTP Implementation & Measurement Plan

Organization Name	Nu Art Education, Inc.
Project Title	NorCal School of the Arts Theater Arts & Conflict Resolution Integration Program
Grant Number	13605068
Grant Implementation Period	October 2022-May 2024

### **Project Goal Statement:**

Nu Art Education, Inc. DBA NorCal School of the Arts aims to prevent targeted violence and terrorism by promoting and emphasizing conflict resolution principles integrated with theater arts education. The goal is to lower risk factors associated with violent acts of domestic terrorism through the use of theater arts and conflict resolution integrated strategies. Nu Art Education, Inc. DBA NorCal School of the Arts is an innovative theater arts educational organization that brings theater arts classes integrated with Social Emotional Learning (SEL) strategies to students across Sacramento's Title 1 schools. The integration of theater arts and conflict resolution helps strengthen resistance to violent extremism by integrating theater education, conflict resolution and helping students gain a strong identity and connection to community. Throughout the project, students will participate in creating devised theatrical works that deal with conflicts while learning to express their emotions in a positive, creative and collaborative way and use best practices for resolving conflict. Students share performances with their school community and classroom teacher and parent surveys and roundtables will be held to discuss the impact of the program and to provide the community (student families) with the same conflict resolution tools the students are receiving.

### **Target Population:**

4000 students in SCUSD reflected the demographic of the full district last updated 2016-2017

<https://www.scusd.edu/enrollment-dashboard>

.6% American Indian, 19.1% Asian, 13.9% Black/African American, 39.8% Hispanic/Latino, 21.1% Native Hawaiian/Pacific Islander, 18% White and 6.4% two or more races.

20.4% English Language Learners, .7% Foster, .7% homeless, 70.3% Socio-economically disadvantaged, 12.5% special education students. Residents within SCUSD speak more than 48 languages; 38 percent of students speak a language other than English at home. SCUSD is made up of 43,000 students.

**Goal 1:** The goal is to lower risk factors associated with violent acts of domestic terrorism through the use of theater arts and conflict resolution integrated strategies in the classroom.

- **Objective 1.1:** 10 Theater arts & Conflict resolution integrated classes per classroom for students in title 1 schools
- **Objective 1.2:** Professional Development for classroom teachers to continue lessons and cultivate positive conflict resolution climate in their classrooms

### Goal 1 IMPLEMENTATION PLAN

Objective s	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
Objective 1.1	Create Curriculum	NorCal Executive Director and Curriculum creator	October 2022	Curriculum created to be published and shared district wide, nation wide
	Collaborate with SCUSD Social Emotional Learning team provide trainings for teaching artists	SCUSD SEL team and NorCal Teaching Artists	October 2022	Cohesive consistent lesson plans delivered to all classrooms
	meet with 140 classroom teachers in SCUSD to schedule classes and share curriculum, Implement program and classes taught	SCUSD classroom teachers and Principals, admin at District	November 2022, November 2023 Classes November-February each year	change in the classroom/school /district community in regards to a shared vision in violence prevention and plans to expand to full district
Objective 1.2	Plan and schedule 3 classroom teacher participants convenings and separate parent round tables	Zoom room and or in person	October-February	Unified voice and opportunity to educate on risk factors and violence prevention

### Goal 1 MEASUREMENT PLAN

Activity #	Performance Measures	Data Collection Method and Timeframe
1.1.1	Classroom teacher evaluation of the program	after each class, classroom teacher will fill out a survey to share with NorCal, protecting the privacy of students, no names

1.1.1	Full Classroom Teacher participation in the convenings and professional development sessions	after each convening a survey and roundtable to discuss effectiveness
1.2.1	Teachers scheduled and classes begin	October of both years through January of both years The program will take place over 2 school years
1.2.2	Commitment from classroom teachers to maintain the script and method of conflict resolution in the class	frequent surveys and ask for documentation each time the conflict resolution methods are used in the classroom

**Goal 2:** Decrease the risk factors in youth towards violence through prevention including social emotional learning strategies and building community in the classroom.

- **Objective 2.1:** students identify difficult emotions and gain strategies in processing emotions, students practice theater games for deep breathing and warming up the body
- **Objective 2.2:** students learn self advocacy and positive communication strategies to activate student voices through the conflict resolution prompts. Students use their creativity to describe scenarios of conflict and implement effective dialogue for resolving conflict. Students memorize and practice steps to conflict resolution and the prompts

## Goal 2 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
Objective 2.1	SEL inclusion exercise #1 in all lesson plans	visual aids to see different emotions, students name their own current state of emotion	10 weeks, each class	Students understand what different emotions look and feel like
	strategies to deal with difficult emotions	breathing exercises, theater emotional release exercises	10 week class series	students empowered through understanding options in dealing with emotions
	physical and vocal exercises	students participating to get centered in their bodies and learn to assert their voices	10 week class series	students gain theater techniques to address life situations
Objective 2.2	Students provided conflict resolution	student scripts created and prompts displayed in each	full school year for	School and classroom culture of a consistent

	prompts and create scenarios to practice	classroom as a daily reminder	prompts displayed	and practiced way to deal with conflict
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## Goal 2 MEASUREMENT PLAN

Activity #	Performance Measures	Data Collection Method and Timeframe
2.1.1	student engagement in the school day increases, classroom culture increasingly more empathetic and supportive	teacher surveys throughout the program and end of school year
2.1.1	students displaying use of coping mechanisms	teacher surveys throughout the program and end of school year
2.2.1	students gain ability to assert their voices	teacher surveys throughout the program and end of school year
2.2.2	students show a decrease in violent interactions in those classes	final surveys and data collection of the surveys and collation will show a change in school climate

## 3. ORGANIZATION AND KEY PERSONNEL

NorCal School of the Arts is a non-profit 501c3 arts education organization serving the greater Sacramento community including 4000 students from title 1 schools, from vulnerable communities, in Sacramento City Unified School District. NorCal School of the Arts also provides a Classes & Camps Program, Performing Arts Corps 9 month training program for middle-high school students as well as the NorCal Leadership Institute and College Counseling Program.

NorCal School of the Arts, Executive Director, **Michele Hillen-Noufer**, M.Ed has partnered with SCUSD since 2011 creating and implementing theater arts programs and most recently with NorCal School of the Arts to design programming and curriculum that weaves Social Emotional Learning strategies and the arts to address students mental health issues. Michele is an arts educator, administrator and has a background as a professional actor, director and choreographer. After receiving her Masters in Education, she began writing curriculum and hiring and training teaching artists to implement a scaffolded, standards based curriculum. For an in depth look at the impact of NorCal School of the Arts view a video created by Sacramento City Unified School District.  
[https://www.youtube.com/watch?v=\\_4HR1I2f7tk](https://www.youtube.com/watch?v=_4HR1I2f7tk).

**Kelsey Thompson-Briggs** is a peacebuilding practitioner and facilitator with nearly a decade of experience in program design, program management, training and facilitation. Kelsey's experience includes facilitating reconciliation and peace education programs for all ages in Northern Ireland, and helping to grow and globalize Peace First's programs supporting youth-led social change. She holds a B.A. in Peace and Conflict Studies from U.C. Berkeley and a M.Phil in Conflict Resolution and Reconciliation, from Trinity College Dublin.

**Michael Ortiz** has a Masters in Education and is the project manager on the Theater Arts and SEL integrated program in the schools and is excited to bring conflict resolution curriculum to the classrooms with this new proposed program. His extensive background in theater, music and education helps support the teaching artists and classroom teachers.

NorCal School of the Arts teaching artist, **Dorothea Bonneau** has an extensive background in writing curriculum and teaching students in marginalized communities. NorCal Teaching Artist, Elaine Douglas is a retired Principal and is slated to develop a team of NorCal School of the Arts teaching artists to create culturally relevant curriculum for NorCal's programs.

#### **4. SUSTAINABILITY**

The NorCal School of the Arts organization was created to have both tuition based programs as well as programs funded through grants and district contracts. NorCal School of the Arts theater arts and SEL integrated classes meet several educational standards under English Language Arts (ELA) as well as Visual and Performing Arts (VAPA) standards and Social Emotional Learning therefore filling a need of school districts. There is a need to provide arts and reach students with learning differences as well as English Language Learners. NorCal School of the Arts provides kinesthetic learning and speaks to all students with differentiated learning levels.

NorCal School of the Arts income streams include contracts with districts, individual schools, PTA's, after school providers as well as through grants. In 2020, NorCal School of the Arts received a \$135,000 Education grant from the City of Sacramento and in 2021 we were specifically contracted with the school district to continue and expand the work. The contract with SCUSD in 2021 doubled the impact from 70 classrooms in 2020 to 150 classrooms in 2021. NorCal went from grant funding to contract funding through the district because of the value of the program.

NorCal has already grown into neighboring districts and has proven how to go from grant funding to sustainable funding. The new program Theater Arts & Conflict Resolution will utilize a similar model to prove the efficacy. NorCal has shown the ability to create valuable educational programs funded by grants and turned them into sustainable programs independent of federal, state or municipal funding.

#### **5. BUDGET DETAIL AND NARRATIVE**

##### **BUDGET NARRATIVE:**

The majority of the costs are personnel and all teaching artists must be employees due to the AB5 law. The program administrator will run the program with an assistant to help with scheduling the teaching artists in the classrooms as well as training sessions. NorCal will utilize an outside consulting firm to

collate teacher evaluations data for an impact report. Curriculum will be created year 1 and then year 2 will be tweaked and reworked based on feedback from teaching artists and classroom teachers.

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## RESUME #1:

**Michele Hillen-Noufer, M.Ed., SAG, AEA**

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### EXPERIENCE

**Northern California School of the Arts**, Sacramento, California July 2020 - present

Executive Director

- Business Development & Strategic Planning
- Fund Development: Raised \$270,000 for outreach programs in 2020
- Program Creation & Implementation
- Oversee Development, Marketing, Finance & HR Departments
- Create and oversee the Budget for the Organization
- Hire & Oversee the leadership team of Northern California School of the Arts
- Work closely with the Board of Directors to maintain the mission of the Organization.
- Oversee grant writing as well as implementation and reporting
- Create Curriculum and oversee the implementation of Curriculum for each program
- Set and implement policies, manuals and best practices for the Organization
- Oversee the Annual Fundraiser for NorCal School of the Arts

**Sacramento Theatre Company**, Sacramento, California (2009 – June 2020)

- Executive Director, STC School of the Arts
- Create and maintain the vision for the STC School of the Arts
- Create and oversee the Education programming within the STC School of the Arts. The current programming includes: The Young Professionals Conservatory, The Pre-professional Ensemble, School Partnership Program (created this program in 2010), and STC Camp program (summer, spring and holiday)
- Responsible for Hiring and Supervising Education Program Managers
- Select and Produce five shows a season
- Market STC School of the Arts and all Education programming and Youth Series Shows
- Create and oversee the Budget for the Education Department
- Collaborate with the leadership team of the Sacramento Theatre Company
- Work closely with the Board of Directors to maintain the mission of the Organization.
- Co-manage the Development Department, HR Department with Executive Producing Director
- Write Education related grants, oversee implementation and reporting
- Create Curriculum and oversee the implementation of Curriculum for each program
- Act as the Custodian of Record for the Department of Justice in maintaining accurate records of Background checks for the organization
- Set and implement policies, manuals and best practices for the Organization
- Oversee the Annual Fundraiser for the STC School of the Arts, *Curtains Up*
- Act as Media relations representative for the Education Department/STC School of the Arts
- Created and implement the Annual Teachers Symposium
- Plan, organize and implement School of the Arts events such as the Annual Weekend trip to the Oregon Shakespeare Festival, End of the Season party, Race for the Arts Annual Picnic, Alumni Concert and Holiday Party, Shakespeare Express Workshop for students, Annual Teachers Symposium

- Oversee outreach program to facilitate offerings outside of the productions such as prologues at school sites, backstage tours, Question and Answer sessions
- Create and oversee STC School of the Arts Alumni outreach and involvement

**Sacramento Theatre Company, Sacramento, California (2006 – 2009)**

Director of the Young Professionals Conservatory

- Responsible for overseeing the 100 company member Conservatory
- Directed and Choreographed shows including *Hmong Myths, Chinese Legends, Godspell Jr., Little Women: The Musical, God Lives In Glass*
- Successfully built a collaborative relationship with Sacramento Unified School Districts and created the School Partnership Program
- Created and Maintained the Budget
- Set and implemented policies, manuals and best practices for the Organization
- Participated in Fundraising
- Selected shows for the next season, managed the casting process and produced 3 shows a season and a final showcase

**Sacramento Theatre Company, Sacramento, California (2006-2020) Company Actor / Director / Choreographer**

- Participated as an Acting Company Member (2006-2013) *Private Lives, A Christmas Carol, Othello, Always Patsy Cline, Sherlock Holmes, Noises Off, The Miracle Worker, Bark: The Musical* as well as several STC Cabarets

**Academic Talent Search, Sacramento State University, Sacramento, CA (2012 - 2019)**

- Teaching Faculty - Responsible for the development and implementation of a Theater Curriculum for two Theatre Classes of up to 30 middle school and high school students for a three week class

**California Musical Theatre, Music Circus Sacramento, CA (2006-2008)**

**Teaching Artist, Arts Alive Presenter, Actor**

- Directed or Assistant Directed *Frog and Toad Kids, Annie Jr., Alladin Jr., Honk Jr.*
- Singer/Actor Sound of Music summer 2008
- Arts Alive presenter to the non-profit groups (summers 2006-2009)

**Kaiser Permanente, Roseville, CA (2006-2010)**

**Conflict Resolution Facilitator/Actor, Give Me Five Program**

- Participated in the Kaiser Permanente Northern California Conflict Resolution Training as an Actor and Facilitator
- Worked with each employee in a small group setting to train employees to use a specific method of dealing with Conflict on the job

**Camp Laurel South, Casco, Maine (summers 1998-2000)**

- Collaborated with a Team of Theatre Directors to design a Theatre Program and Direct Four shows a season. Directed and Choreographed: *Annie Git Your Gun, How to Eat Like a Child, Guys and Dolls, How to Succeed in Business without Really Trying*
- Designed and implemented Curriculum through the instruction of Theatre Classes and rehearsals

EDUCATION	<b>Master of Education</b> Curriculum and Instruction with Specialization in Integrated Teaching Through the Arts - Lesley University December 2016 <b>Bachelor of Arts,</b> Theater Oakland University, Michigan December 1994
PANELIST	California Arts Council & Sacramento Metropolitan Arts Commission for various grant programs
OTHER	Sacramento Alliance for Regional Arts (SARA) Board Member 2020 - present Member of Actors Equity Association (AEA) since 1999 Member of Screen Actors Guild and AFTRA (SAG) since 2001 American Globe Theater, Advanced Shakespeare Studies with John Basil, NYC T. Schreiber Studios, NYC & Broadway Dance Center, NYC
GRANTS WRITTEN & AWARDED	California Arts Council Artists in Schools Grant Awarded to STC's School Partnership Program from 2012-2020  California Arts Council Education Extension Grant Awarded to STC's School Partnership Program from 2012-2020  Arata Brothers Grant awarded to STC's School Partnership Program  Wells Fargo Grant awarded to STC School of the Arts  City of Rancho Cordova Grant awarded to NorCal School of the Arts  Dennis Mangers Fund for Young Performing Artists Grant Awarded to STC's School Partnership Program 2017 & 2019  NEA National Humanities nomination in 2015 for After School Programs for STC's School Partnership Program  Federal Cares Act Grant through the City of Sacramento Education Program Grant, Collective Grant for Northern California School of the Arts

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## **RESUME #4:**

### **KELSEY ANN THOMPSON-BRIGGS**

#### **EDUCATION**

##### **M.Phil., Conflict Resolution and Reconciliation, 2015**

Trinity College Dublin (Cross-border program in Belfast, Northern Ireland)

- Thesis: Cultivating Sustainable Peace: Environmental Sustainability as a Path Towards a Culture of Peace in Northern Ireland; Honors Degree

##### **B.A., Peace and Conflict Studies, 2010**

University of California, Berkeley

#### **WORK EXPERIENCE**

##### **Drought Engagement Coordinator, State Water Resources Control Board**

Sacramento, CA; September 2021 – Present

- Facilitation of public meetings related to water resource issues, including contentious meetings with diverse stakeholders
- Public engagement and outreach

##### **Peace First**

Boston, Massachusetts; May 2017 – August 2021

##### **Director, Program Design and Quality**

July 2019-Present

- Lead data, monitoring, evaluation, and learning processes for organization supporting youth-led projects in over 140 countries
- Design of program content and structures to enable youth-led social action projects, including design of 9-month Accelerator curriculum
- Serve as a leader and culture builder during a time of rapid growth and global expansion, including training of international Fellows and development of revised safeguarding policy
- Facilitation of internal and external trainings, workshops, focus groups and design sessions; topics include safeguarding, monitoring & evaluation, program design, and intercultural competency

##### **Senior Manager, Program Implementation**

March 2018-June 2019

- Manage implementation of global program supporting young people to design and implement social action projects; manage program team members to ensure high quality program delivery, develop systems, and provide support to a digital community with thousands of young changemakers
- Partnership cultivation and support
- Collaborate with technology team to improve user experience and functionality of digital platform

- Facilitation of Accelerators and other programming

#### **Program Associate**

May 2017-February 2019

- Provide mentorship, support, and grant management for young people creating their own projects
- Coordinated logistics for Accelerators and other programming

#### **Corrymeela Peace Centre Ballycastle, Northern Ireland**

#### **International Program Support Worker**

February 2016 to February 2017

- Facilitation of peace and community development programs for diverse constituent groups, (children, young people, universities, families and other adults) on themes including identity, diversity and inclusion, personal development and resilience, communication and teambuilding; use of creative and experiential learning methodologies; co-facilitation of a multi-day retreat for leading environmental and peacebuilding practitioners to collaborate on best practices
- Training design and facilitation including Bystander Effect and Upstanding Stories, Environmental Sustainability and Peace, Conflict Sensitivity and Analysis, International Experience Re-Entry, and Non-violent Communication
- Co-facilitation of Dialogue for Peaceful Change training (Four-day training on conflict sensitivity and analysis, communication, and mediative skills)
- Coaching, mentoring, and training of international volunteers

#### **Program Assistant**

February to December 2013

- Coordination of logistics related to day and residential bookings, ensuring smooth running of all programs at center
- Acting as Duty Manager weekly: managing a 100 bed residential complex with responsibility for health and safety, hospitality, and coordinating smooth front of house activities

#### **Long-Term Volunteer**

September 2011 to August 2012

- Workshop design and facilitation for children, youth, and adults, facilitating experiential learning and art-based activities

#### **Education Coordinator, Sacramento Theatre Company**

Sacramento, California

October 2010-August 2011, March to August 2014 & September to December 2012

- Coordination and streamlining of registration process for School of the Arts courses
- Developed new registration system to sync with organization's database system
- Client support and communication; recruitment for School of the Arts
- Marketing and communications: produced weekly e-newsletters to promote School programs, social media, website edits, and press releases

#### **ADDITIONAL SKILLS, ACTIVITIES, AND TRAININGS**

- Trained Facilitator in Dialogues for Peaceful Change (Conflict Mapping and Analysis, Communication and Mediative Skills)
- Participated in ChangemakerXChange's "Creating Transformative Experiences Online" Facilitator Training
- Experience with Apple & PC operating systems, Microsoft Word Suite, Google Suite, Constant Contact, MailChimp, Survey Monkey, Salesforce, Theatre Manager and other database systems



## OFFICE OF THE ASSISTANT SUPERINTENDENT

5735 47th Avenue • Sacramento, CA 95824

(916) 643-9120 • FAX (916) 399-2020

*Erin Hanson, Assistant Superintendent, Curriculum & Instruction*

### BOARD OF EDUCATION

May 16, 2022

*Christina Pritchett*  
President  
Trustee Area 3

*Lisa Murawski*  
Vice President  
Trustee Area 1

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*Lavinia Grace Phillips*  
Trustee Area 7

*Jacqueline Zhang*  
Student Board Member

To Whom It May Concern,

On behalf of the Sacramento City Unified School District, we are honored to share our endorsement and support of the NorCal School of the Arts (Nu Art Education, Inc.) Theater Arts and Social Emotional Learning (SEL) program to include student strategies to address conflict resolution, effective communication, and violence prevention.

As a District, we work to provide opportunities for all students to learn, grow, and reach their greatness. We know that navigating distance learning during a global pandemic was incredibly challenging and has had detrimental effects on the social-emotional health and well-being of our students, even as they returned to the classroom. The needs of our students are our priority, which is why we have expanded our wrap-around support systems to help students navigate the challenges they are facing.

This is made possible in part by valuable partnerships with community organizations like the NorCal School of the Arts and their ability to serve our students with effective, data driven programming. For two years, SCUSD's partnership with the NorCal School of the Arts has delivered comprehensive, arts-based SEL programs to our teachers and students in our highest-need, Title I schools in the form of theater artist residencies and teacher training workshops.

The NorCal School of the Arts Theater/SEL program has proven to support our students on every level through social emotional, academic, and artistic growth as well as helping to bridge the learning gap with our English Language Learners. As a result of the program, students are more engaged in their learning, better equipped to return to school and rebuild social connections, and more confident in themselves and their ability to succeed in the future..

Over the past two years, this program has directly affected over 4000 students at all grade levels. This funding would allow SCUSD to continue and expand its partnership with the NorCal School of the Arts for another year while strategically weaving in violence prevention strategies and conflict resolution for our students. We fully support the NorCal school of the Arts and its arts education programs and hope we can continue to grow and expand this program in our district for years to come.

Sincerely,

(b)(6)

Charles J. DeAngelus  
Visual and Performing Arts Coordinator  
Sacramento City Unified School District

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# Human Subjects Research Compliance Determination Form

5/17/2022

1. Project Title:

Nu Art Education, Inc. (DBA NorCal School of the Arts) Theater Arts & Conflict Resolution Integration Program
---

1.

2. Program and/or project under which this effort is performed:

Innovation Track
------------------

1.

3. Point of Contact:

First and Last Name:	Michele Hillen-Noufer
Email Address:	(b)(6)
Title and Division/Office:	Executive Director
Phone Number:	(b)(6)

4. This a request for a:

Research Determination                      ☒ Exemption Determination

5. Are any elements of the project classified?

6.            ☒ No

Click or tap here to enter text.
----------------------------------

6. Is the project being conducted solely in support of functions/components within DHS (i.e., validation of technology for which DHS components are the sole end user):

☒ No

Please list the entities this effort will support:

Click or tap here to enter text.
----------------------------------

7. What is the purpose/objective of this effort?

Terrorism and Violence prevention

8. Summary of planned activities (e.g., description of the activities, when and where activities will be conducted, and individuals who will host the activities.):

Theater arts and conflict resolution integrated classes for classrooms in title 1 schools in Sacramento, California in Sacramento City Unified School District. Professional Development for classroom teachers on theater arts and conflict resolution integrated strategies and community roundtables for families of students to learn about resources and conflict resolution to support student learning.

9. Will members of the public (any individuals outside of DHS or the Federal government) be engaged in the proposed activities?

X Yes

Will any participants from vulnerable populations or populations requiring special consideration(s) (e.g., prisoners, pregnant women/neonates, children, socially or financially disadvantaged persons, or persons with physical or mental disabilities) be the focus for involvement in the effort?

*\*\*Please note that DHS affords detainees the same additional provisions and considerations as a prisoner population when involved in research.*

X Yes

Description of participants and recruitment procedures:

**Example Description:** 250 voluntary participants will be recruited from a population of college students and local first responders. Participants will range in age from 18-35 and will consist of both males and females in good physical health.

Students in Sacramento City Unified School District will participate in the classes. Classroom teachers will opt to have their classrooms participate. Participants will age in range from Kinder to 12<sup>th</sup> grade and will consist of students from Title 1 schools from vulnerable communities.

12. Will participants be compensated for their involvement in the project?

☒ No

If yes, please provide the type of compensation and when participants will receive it:

Click or tap here to enter text.

13. Is data being collected or accessed?

☐ Yes ☒ No

If so, what type(s) of data will be collected or accessed, will identifiers be provided/recorded with the data, how will the data be stored (i.e., on DHS or non-DHS servers/property), and how data will be used/analyzed (to include individuals who will have access to the analyzed data/final report); i.e., internal review only, publication, presentation of results at a professional meeting, etc.

\*If data will be procured from a commercially available source, please provide the name of the source and the type of data-sharing agreement in place:

Only feedback from classroom teachers on the impact of the program on their classrooms. Not sure if this counts as data.

14. Will Personally Identifiable Information (PII) be collected?

☒ No

If so, please list the types of PII that will be collected (i.e., names, date of birth, phone numbers, addresses, etc.):

Click or tap here to enter text.

Nu Art Education, Inc. aims to prevent targeted violence and terrorism by promoting social emotional learning strategies integrated with theater arts education. Nu Art Education, Inc. DBA NorCal School of the Arts is an innovative theater arts educational organization that brings theater arts classes integrated with Social Emotional Learning (SEL) strategies to students across Sacramento's Title 1 schools. The integration of theater arts and SEL helps strengthen resistance to violent extremism by integrating theater education, conflict resolution and helping students gain a strong identity and connection to community. Throughout the project, students will participate in creating devised theatrical works that deal with modern issues while learning to express their emotions in a positive, creative and collaborative way. Students share performances after school for the community and parent and student roundtables will be held to discuss the impact of the program.

# EMW-2022-GR-APP-00007

## Application Information

**Application Number:** EMW-2022-GR-APP-00007

**Funding Opportunity Name:** Fiscal Year (FY) 2022 Targeted Violence and Terrorism Prevention (TVTP)

**Funding Opportunity Number:** DHS-22-TTP-132-00-01

**Application Status:** Pending Review

## Applicant Information

**Legal Name:** Nu Art Education, Inc.

**Organization ID:** 23815

**Type:** Nonprofit having 501(c)(3) status with IRS, other than institutions of higher education

**Division:** Northern California School of the Arts

**Department:**

**EIN:** (b)(6)

**EIN Shared With Organizations:**

**DUNS:** 105765620

**DUNS 4:**

**Congressional District:** Congressional District 06, CA

## Physical Address

**Address Line 1:** 803 Vallejo Way

**Address Line 2:** [Grantee Organization > Physical Address > Address 2]

**City:** Sacramento

**State:** California

**Province:**

**Zip:** 95818-2152

**Country:** UNITED STATES

## Mailing Address

**Address Line 1:** 803 Vallejo Way

**Address Line 2:** [Grantee Organization > Mailing Address > Address 2]

**City:** Sacramento

**State:** California

**Province:**

**Zip:** 95818-2152

**Country:** UNITED STATES

## SF-424 Information

### Project Information

**Project Title:** NorCal School of the Arts Theater Arts and Conflict Resolution Integration Program

**Program/Project Congressional Districts:** Congressional District 06, CA

**Proposed Start Date:** Sat Oct 01 00:00:00 GMT 2022

**Proposed End Date:** Mon Sep 30 00:00:00 GMT 2024

**Areas Affected by Project (Cities, Counties, States, etc.):** Sacramento

## Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$600000
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
<b>Total Funding</b>	<b>\$600000</b>

**Is application subject to review by state under the Executive Order 12373 process?** Program is not covered by E.O. 12372.

**Is applicant delinquent on any federal debt?** false

## Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Martin Noufer	(b)(6)		Secondary Contact
Michele Noufer			Primary Contact Authorized Official Signatory Authority

## SF-424A

### Budget Information for Non-Construction Programs

**Grant Program:** Targeted Violence and Terrorism Prevention Grant Program

**CFDA Number:** 97.132

Budget Object Class	Amount
Personnel	\$353750
Fringe Benefits	\$0
Travel	\$30450
Equipment	\$0
Supplies	\$44840
Contractual	\$170960
Construction	\$0
Other	\$0
Indirect Charges	\$0
<b>Non-Federal Resources</b>	<b>Amount</b>
Applicant	\$0
State	\$0
Other	\$0
<b>Income</b>	<b>Amount</b>
Program Income	\$0

**How are you requesting to use this Program Income?** [\$budget.programIncomeType]

**Direct Charges Explanation:**

**Indirect Charges explanation:**



## Forecasted Cash Needs (Optional)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Federal	\$	\$	\$	\$
Non-Federal	\$	\$	\$	\$

## Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
\$	\$	\$	\$

Remarks:

**SF-424C**

## Budget Information for Construction Programs

## Assurances for Non-Construction Programs

Form not applicable? false

Signatory Authority Name: Michele Noufer

Signed Date: Wed May 18 00:00:00 GMT 2022

Signatory Authority Title: Executive Director

## Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: Michele Noufer

Signed Date: Wed May 18 00:00:00 GMT 2022

Signatory Authority Title: Executive Director

## Disclosure of Lobbying Activities

Form not applicable? true

Signatory Authority Name: Michele Noufer

Signed Date: Wed May 18 15:54:06 GMT 2022

Signatory Authority Title:

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Nu Art Education, Inc.

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. \* First Name: Michele Middle Name:   
\* Last Name: Noufer Suffix:   
\* Title: Executive Director

\* SIGNATURE: Michele Noufer

\* DATE: 04/27/2022

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

04/27/2022

4. Applicant Identifier:

4040-004

5a. Federal Entity Identifier:

XCABS72GDKA6

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: Nu Art Education, Inc.

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

(b)(6)

\* c. UEI:

XCABS72GDKA6

### d. Address:

\* Street1:

803 Vallejo Way

Street2:

\* City:

Sacramento

County/Parish:

Sacramento

\* State:

CA: California

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

95818-2152

### e. Organizational Unit:

Department Name:

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Michele

Middle Name:

\* Last Name:

Noufer

Suffix:

Title: Executive Director

### Organizational Affiliation:

Nu Art Education, Inc. (DBA NorCal School of the Arts)

\* Telephone Number:

(b)(6)

Fax Number:

\* Email:

(b)(6)

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Homeland Security - FEMA

### 11. Catalog of Federal Domestic Assistance Number:

97.132

CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

### \* 12. Funding Opportunity Number:

DHS-22-TTP-132-00-01

\* Title:

Fiscal Year (FY) 2022 Targeted Violence and Terrorism Prevention (TVTP)

### 13. Competition Identification Number:

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Nu Art Education, Inc. aims to prevent targeted violence and terrorism by promoting social emotional learning strategies integrated with theater arts education.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="600,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="600,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed: